DOCUMENT RESUME

ED 204 260 SP 017 742

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TITLE Integrating Methods and Educational Psychology in Teacher Preparation.
PUB DATE Feb 81
NOTE 31p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Dallas, TX, February 16, 1981).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational Psychology; Foundations of Education; *General Education; Higher Education; *Interdisciplinary Approach; *Methods Courses; Preservice Teacher Education; Program Design; Secondary Education; Student Teaching; *Teacher Education Curriculum

ABSTRACT

The Integrated Secondary Teacher Education Preparation Program (ISTEP) at Wichita State University is designed so that faculty members in different disciplines consistently work with one another in the preparation of teachers. ISTEP is a two-semester sequence. The learning and evaluation aspects of educational psychology and secondary methods are taught as an integrated course, and the methods course includes students from various subject areas. At present, the fields participating include art, drama, English, math, science, speech, and social studies. The first semester consists of an integrated six-semester-hour methods and educational psychology course, accompanied by five hours per week in a secondary school. The second semester consists of an advanced methods course of one semester hour and a student teaching experience of seven semester hours. The mechanics of the program, its schedule and topics covered in the program, the course objectives, the grading approach, and the organizational structure of the program are described. The advantages and disadvantages of ISTEP are pointed out. A list of program objectives is appended. (Authors/JD)

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INTEGRATING METHODS AND EDUCATIONAL PSYCHOLOGY IN TEACHER PREPARATION

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and
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Wichita State University

Presented at the
Association of Teacher
Educators National
Conference
Dallas, Texas
February 16, 1981

SP017742

Introduction

In a recent interview (Schneider, 1980) Oliver Bown, professor of educational psychology and known as one of the country's foremost reasearchers on teacher education, was quoted as follows.

> "There's no question about it, we have many fine teacher trainers in our colleges and universities, but by and large they are not working together," concluded Bown. "In fact, faculty members seldom even talk to one another. Even within a discipline, different professors teaching the same course do it in isolation of each other."

The purpose of this paper is to describe a program which, for the purpose of this paper, is called the ISTEP (Integrated Secondary Teacher Education Preparation) Program.[1] This Program is designed so that faculty members in different disciplines consistently work with one another in the preparation of teachers and hence does not suffer from the problem Bown identified. ISTEP is a two-semester sequence at Wichita State University designed for preservice secondary teachers. It is an integrated program in two respects. First, the learning and evaluation aspects of Educational Psychology and Secondary Methods are taught as an integrated course; and secondly, the Methods course includes students from various subject areas. At present the fields participating include Art, Drama, English, Math, Science, Speech, and Social Studies. The first semester of this Program consists of an integrated six-semester-hour Methods and Educational Psychology course accompained by five hours per week in a secondary school for which no additional credit is awarded. The second semester consists of an advanced methods course of one semester hour and student teaching of seven semester hours. Since the student teaching semester is primarily organized and monitered by each subject matter instructor, the following description concentrates on the first semester of the Program. This paper will first describe the mechanics of the program (its schedule and the topics covered in the program, the course objectives, the grading approach, and the organizational structure of the program), and then will point out advantages and disadvantages of the ISTEP Program.

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[1] Wichita State University serves as one of the MITEC (Multi-Institutional Teacher Education Center) Centers in the state of Kansas. As such, students from other state institutions may do their student teaching in Wichita and be supervised by Wichita State University faculty as well as faculty from their own institution. Students coming from other institutions participate in the second semester of the program being described in this paper. The program described in this paper is commonly referred to on campus as the MITEC program.

Schedule and Topics

This program is unique in that it involves many people from various disciplines. It is this aspect which in itself leads to the need for very precise scheduling and efficient time use. This section will first describe the overall class schedule and then will detail the topics included in the first semester of the ISTEP Program.

Each semester the scheduled in-class meeting time remains the same so that students and advisors can plan in advance. Many of the students in this program hold jobs, therefore this consistency is helpful.

The in-class sessions are six hours each week (1:30-3:30 MWF). These sessions are either Large Group (students from all subject areas), Special Groups (groups mixing subject matter students and assigned specific tasks), or Small Groups (students within the same subject matter meeting with the instructor of the same subject matter). Figure 1 contains a diagram which roughly outlines the format and the approximate percent of the time spent on each major break down.

In addition to the six in-class session hours each week on campus, all students enrolled in the first semester of the ISTEP Program are assigned to a classroom in a secondary school. The assignment is based on three considerations: (1) the specific time which the student has free (one hour must be allowed each day at the same time period), (2) the major subject area of the pre-student teacher, and (3) the location of the school. All the placements are arranged and approved by the office in charge of preservice placements in the College of Education. During previous advisement the students are asked to plan their schedules allowing time in the mornings to travel to and from the school and still have an hour to spend in the secondary classroom.

At present the first semester of the ISTEP program is only offered during the fall semester. During this semester the pre-student teacher spends approximately 70 hours in the secondary classroom. There are numerous required activities which relate directly to the in-class sessions on campus, and there are many recommended activities which are only discussed briefly, but which may prove very valuable to the individual students. The required activities are listed below.

I. Getting to know the school personnel and familiarizing themselves with the schools' policies and procedures by

   A. interviewing with school personnel,
   B. becoming acquainted with the school policy documents (eg. tardy, absent, discipline, etc.),
   C. attending School Board Meetings, and
   D. becoming acquainted with the educational goals of the school system.

II. Preparing a teaching unit of at least ten days duration by

   A. writing the instructional goals and the performance objectives for the unit;

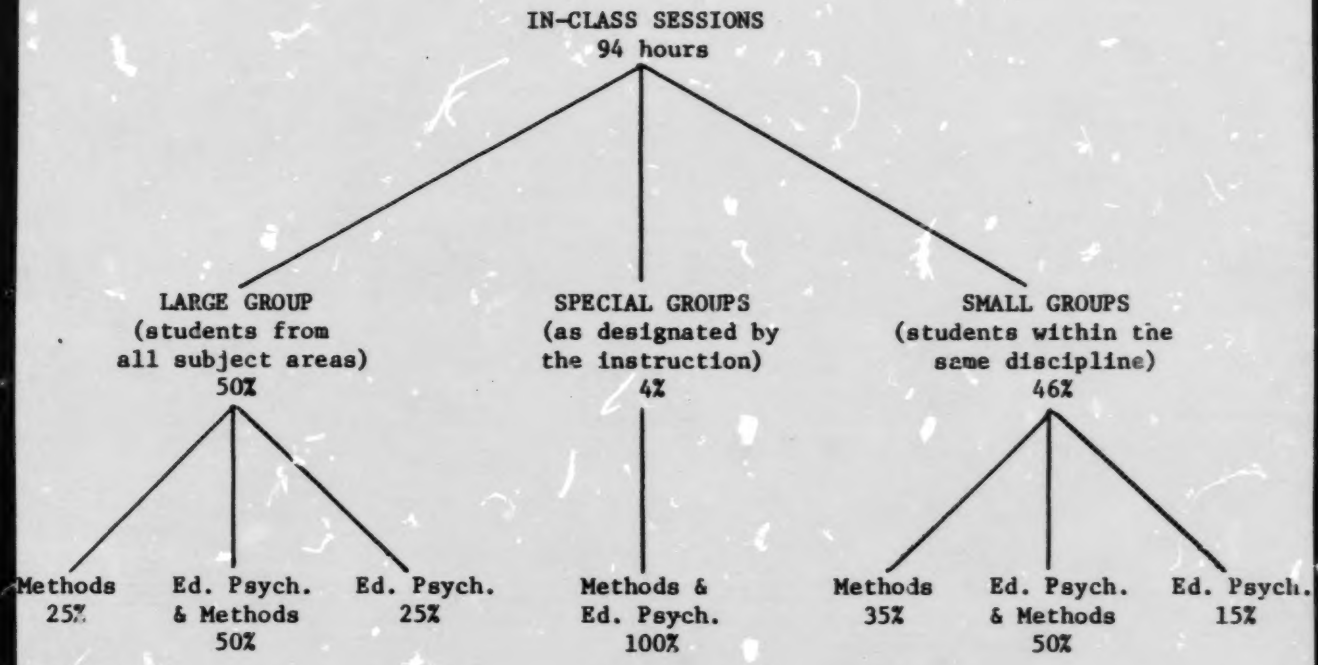

Figure 1. In-class sessions' format and the approximate percent of the time spent on each major breakdown during the first semester of the Program.

B. planning the instruction for the unit through the

1. selection of teaching strategies to be used (a minimum of three different strategies),
2. development of activities,
3. creation of assignments,
4. determination of time alottments, and
5. preparation of the needed materials;

C. teaching the unit; and

D. evaluating the unit through the

1. development of a unit table,
2. development of an appropriate means of assigning grades for each assignment,
3. preparation of at least two different modes of evaluation for the objectives in the unit, one to be a teacher-made test,
4. preparation of a test table,
5. implementation of the selected grading system, and
6. analysis of student feedback obtained from a teacher evaluation form.

The recommended activities for all students are listed below. Any subject matter instructor is free to add to this list of items for their subject area students.

I. Begin taking the attendance
II. Learn the students names immediately
III. Discuss with the cooperating teacher the methods he/she uses as he/she plans for the year, semester, unit or day
IV. Discuss with the cooperating teacher his/her philosophy of classroom management and discipline
V. Correct papers for the cooperating teacher
VI. Prepare bulletin boards which evoke curiosity, creativity and critical thinking
VII. Conduct group discussions other than when teaching the required unit
VIII. Work with individual students who need extra help
IX. Help plan a field trip
X. Investigate community resources (eg. people, places, A-V materials)
XI. Investigate the programs for the exceptional students which are available in the assigned building
XII. Discuss the grading procedures used by the cooperating teacher
XIII. Cooperatively plan some team teaching with the cooperating teacher
XIV. Observe other classrooms within the assigned building

During the 94 hours spent on campus during the in-class sessions it was noted that about 50% of that is spent in large group sessions attended by all the students and most of the instructors from the various subject area disciplines. The topics for the large group sessions are planned far in advance, both because of the number of staff people involved, and the number of outside resource persons who are called upon to participate. Appendix A contains a list of brief descriptions of the topics for the class sessions.

Of those topics listed in Appendix A, two may need further explanation. One being the teaching strategy workshops and the other the share times. The workshops are used as a means to involve the pre-student teacher in the actual strategy. In this way the pre-student teacher can see it in action and can then discuss its merits. The workshops are conducted by ISTEP staff or by individuals with expertise in the use of the specific strategy either from other departments on campus or from the surrounding school systems. Teaching strategies which are covered most semesters (there is some variation from semester to semester) include lecture, large group discussion, small group discussion, role playing, discovery teaching, concept teaching, and tutorial feedback.

On the first day of class each student is provided a semester schedule (Appendix B contains a copy of the Fall 1980 schedule) which indicates for each class session whether it is a large or small group session, what topics will be covered, and what reading(s) are assigned. Most of the large group session topics are followed by a small group session designed to help students apply the information to their specific subject area. The share time is when the pre-student teachers may relate either a positive or a negative experience they have had in the classroom which they feel will benefit the rest of the group. All students sign up for a time period for which they are responsible.

During the second semester of the program the students must spend a minimum of four hours a day in their assigned secondary school for seven credit hours. Many elect to spend more than the required four. Each student must work with at least 4 separate classes (subject areas may vary or be the same) during their student teaching experience. While student teaching, the students return to campus one afternoon a week for an advanced methods seminar. The seminar schedule is arranged so that it does not interfere with any student teaching time. The seminars are scheduled so that about 50% are large group meetings (all subject areas meeting together) and 50% are small group meetings (only with specific subject area students). The topics usually covered during these seminars are listed in Appendix A, although they may vary depending on the needs of the group.

Course Objectives

In the first semester on the first day of class, each student is presented with a list of course expectations for the combined Educational Psychology and Methods course. This list contains brief global descriptions of all of the major assignments students will be asked to complete during the first semester of ISTEP (copy may be found in Appendix C). Each course expectation was developed by generally describing the assignments which stem from detailed performance objectives developed by (and constantly revised by) the ISTEP staff. This list was developed to give an overview of what would be expected of students. In earlier semesters when students were given all of the objectives and their corresponding assignments on the first day of classes, students felt overwhelmed. This feeling led to tension which the staff felt was counterproductive. The list of expectations has solved this problem.

As the course progresses and each task is assigned, the students are given a handout. Examination of an example handout (Appendix D) shows that each handout includes the ISTEP performance objective, a list of things students are to do to prepare for the assignment, and the assignment itself which includes a description of the dimensions that will affect the grade given on that assignment. All written assignments include mechanics (grammar, spelling, punctuation, etc.) as a grading dimension. The handout includes a space where students write in the date the assignment is due.

ISTEP currently includes 16 different detailed performance objectives which were developed by the ISTEP staff and which have been revised as problems arose or ideas for improvements emerged. The objectives require higher level behaviors where the students are applying what they have learned to their own teaching or to the observations they make in the public schools. Objective #7 (the handout for Objective #7 is found in Appendix E) is a typical example of the objectives. This objective requires students to demonstrate at least three different teaching strategies. As indicated in the assignment, students may demonstrate all three strategies in their required 10-day teaching unit which they plan and implement, or in a video-taped lesson. The rating scales for each of the different teaching strategies (3 are in Appendix F) accompanies the handout for Objective #7. Students are encouraged to use the appropriate rating scales to aid them when they are preparing for the implementation of strategies. The only exceptions to this general rule that the objectives require students to apply their learning to their own teaching or to the observations they make in the public schools are Objectives #3 and #4 which have students take short quizes testing their understanding of performance objectives before they start writing their own performance objectives. A good idea of what the remaining objectives require may be obtained by examining the list of course expectations (Appendix C). Knowing that expectation number one (Appendix C) goes with Objective #1 (Appendix D) and that course expectation number five (Appendix C) goes with Objective #7 (Appendix E) may help the reader see how the objectives and expectations fit together. Interested readers may obtain a copy of all of the ISTEP objectives by writing to the authors (note addresses at end of the paper).

Grading

Students must complete all of the assignments resulting from the 16 detailed course performance objectives. On each assignment they must attain the minimum level of mastery stipulated for the objective. They may repeat an assignment as many times as necessary to attain that minimum level. Late papers are penalized 1/3 of a letter grade or more at the discretion of the grader. Assignments on which students earn less than an A (Prior to any deductions for lateness) may be repeated by the student even though it meets the minimum level stipulated by the objective if the student wishes to do so; however, it must be resubmitted within one week of when it was returned to the student.

Since the students are receiving course credit for two separate courses and the University does not change its record keeping policies to reflect the integrated nature of these two courses, two separate letter grades are awarded the students. Some assignments count toward the Methods grade, others count toward the Educational Psychology grade, and a few assignments count toward both grades because the material covered

is typically assigned in Methods and Educational Psychology courses not taught in the integrated course. On the first day of classes students are provided a handout that shows which assignments (objectives) will count toward each course grade, what percent of that grade each assignment will contribute, and which instructor will grade that assignment. An example of this handout (Appendix G) shows that the several methods instructors on the ISTEP staff have some flexibility in exactly how they weigh some of the objectives that contribute to the Methods grade. The Methods instructors may, if they wish, require additional assignments; however, students are so busy doing the 16 course objectives that few have made additional assignments. Since only one Educational Psychology faculty member is a part of the ISTEP staff, the plan for the Educational Psychology grade does not provide for flexibility.

Only one staff member grades each student's assignment even when the grade for that assignment counts as part of both the Methods and the Educational Psychology grade. Some assignments are graded by the appropriate Methods staff member (the one corresponding to the students' specialization), and some are graded by a single staff member without regard to the students' subject area specialization. When more than one staff member grades the same assignment for their respective students, they all use the same criteria (agreed upon by the ISTEP staff and stipulated in the objective and its assignment) for grading that assignment.

Organizational Structure

There are seven instructors participating in ISTEP. Six within the Methods areas and one in Educational Psychology. One of the instructors is designated as the director mainly to act as the team captain or organizer. It is the duty of the director to: (1) call staff meetings and prepare the agendas for them, (2) plan and prepare the schedule for the semester (with the approval of the entire staff), (3) be the liaison person to the department head and/or Dean, (4) handle the dissemination of most of the printed material, (5) help coordinate the classroom placements with the office of preservice placements and, (6) be the central record keeper.

Staff meetings are usually held weekly for approximately one hour. The purpose of the staff meetings is to coordinate a smooth running team-teaching situation. Much of the success of the program is due to the open line of communication during staff meetings which in turn results in cooperation. Typical staff meeting agendas include such topics as: (1) scheduling decisions, (2) additions to and revisions of the 16 objectives, (3) dealing with specific student problems, (4) continous improvement in the program to better serve the needs of the students, and (5) a sharing of ideas which we feel will benefit our fellow staff.

Advantages of the Program

Below is a list of the advantages resulting from the ISTEP program which have been identified by its staff. The first group of advantages stem primarily from the integration of Educational Psychology and Methods content, the second from the two-semester approach for preservice teachers, and the third from the staff organizational structure which concerns itself primarily with the first semester.

I. Integration of Educational Psychology and Methods Content

A. Because the staff attend most class meetings, the staff members in both Methods and Educational Psychology gain a better overall understanding of what it takes to prepare a teacher. They come to better understand the concerns of the other discipline and are better able to integrate their own concerns with those of the other discipline.

B. The Program provides for actual classroom applications of learning, evaluation, and teaching principles and theory by the students while they are enrolled in the class.

C. Methods staff are better able to take advantage of and build upon the basic Educational Psychology material which strengthens the students' understanding of the Educational Psychology content and should increase the probability that they will use it.

D. The Program eliminates the conflicting messages that are sometimes given to students from Methods and Educational Psychology faculty. For example, exactly when is a performance objective complete and detailed enough? Are performance objectives a useful starting place for lesson planning?

E. The Program eliminates the conflicting messages that students sometimes give faculty. If a student tells the Educational Psychology faculty member "but my Methods instructor said . . . "it is easy for the Educational Psychology faculty member to check with the other staff member to determine whether or not the student has correctly or incorrectly perceived the messages being given.

F. The Program eliminates the repetition of content which is traditionally covered in both Educational Psychology and Methods (for example, writing objectives, preparation of assignments, test construction, grading, etc.).

G. The Program eliminates the discrepencies in the requirements for the preparation of teaching tools (performance objectives, lesson planning formats, evaluation formats, etc.) which in the separate course format sometimes meant the student had to write two different versions of the same assignment for the two different classes.

H. Class discussions always include the viewpoints and concerns of all of the subject matters represented by the students and staff. This makes the discussions broader and more realistic in preparing students for a school system which includes all disciplines and does not separate Methods and Educational Psychology concerns.

I. The Program establishes a better rapport among the students from different disciplines. When these students become teachers, this will hopefully result in a greater respect among faculty members. The Program gives the student a better understanding that much of the time teachers of the different subjects encounter the same problems, instead of problems that are unique to a single subject.

II. Two-Semester Approach for Preservice Teachers

A. Having two semesters (usually with the same Methods instructor) allows the development of a working relationship between students and staff members prior to the student-teaching experience.

B. Having two semesters allows students to plan and teach a larger number of units. Repeatedly using the same planning procedure helps students realize that going through the planning procedure a second and third time is much easier and quicker. This helps students see the planning procedure as a practical and useful tool, instead of thinking of it as a time consuming exercise to be done only once to satisfy college course requirements.

C. By the end of the first semester, both the students and the Methods instructors have a fair idea of the student's teaching strengths and weaknesses. The second semester of student teaching allows time for the students to work on the areas of weakness while still having the support of the student-teaching setting.

D. When the student-teaching semester begins, the student teachers are immediately ready to start planning and teaching units.

III. Staff Organizational Structure

A. Generally staff members grade fewer assignments than they would when teaching separate courses since assignments (or very similar assignments) that would traditionally be given in both Methods and Educational Psychology are assigned only once and graded by only one staff member.

B. Although the written schedule may suggest otherwise, the weekly staff meetings provide flexibility. Joint decisions lead to changes that are needed and are accomplished relatively easily. When several changes have been made in the schedule, revised schedules have been distributed to the students.

C. Weekly staff meetings provide a natural setting for discussing problems staff are having with students, student relationships with cooperating teachers, or materials; and provide a forum for obtaining suggestions, support, and sharing ideas.

D. If a student needs to be observed by a staff member at a time that is impossible for the staff member primarily responsible for that student, it is usually possible to find another staff member who is familiar with what the student has been taught and who can do that observation.

Disadvantages

Below is a list of the disadvantages resulting from the ISTEP program which have been identified by its staff.

I. More formal time must be set aside for the class than the traditional three hours per week for a three hour class. Methods staff members may very well spend six hours a week attending class while receiving credit for a three hour class. In addition, all staff attend weekly hour long staff meetings.

II. More planning time is needed in that all major decisions are joint staff decisions rather than individual decisions. On the other hand, less lesson planning time is needed since different staff members accept the responsibility for instruction on different days.

III. The staff feel a loss in "ownership" of the course. This happens because staff cannot make changes independently of the other staff. They cannot always answer questions concerning the course using only their personal discretion, but must often consult with other members of the staff.

IV. Both Methods and Educational Psychology faculty feel that they have less time to spend with the students devoted to their specific discipline content than in the traditional format.

V. More time is needed for observation of students since they are in the schools two semesters.

VI. Staff sometime feel uncomfortable teaching in front of their peers.

Summary

This paper has described the ISTEP Program along with some of its advantages and disadvantages. The Program has continued to grow and change as faculty have left the University and new faculty have joined the staff. Elements that have been essential for the Program's success include the willingness of the staff to work together and their respect for one another. Readers who have questions about the Program or who wish copies of all of the 16 program objectives may obtain the requested information by writing to one of the following authors.

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Reference

Schneider, E. J. Don't smile until Christmas: Noted researcher suggests we listen to experienced teachers and learn from their old adages.
Educational R & D Report, 1980, 3(2), 11-14.

APPENDIX A

Fall Semester

Instructional topics (not in the order of presentation)

1. Setting Educational Goals
2. Understanding the School Environment and School Administration
3. Writing Instructional Goals and Performance Objectives
4. Types of Learning Theories and Learning Principles and their Application
5. Task Analysis
6. Methods of Lesson Planning
7. Types of Teaching Stragegies and their Application (lecture, large and small group discussion, inquiry, demonstration, tutorial feedback, concept teaching, small group investigations, role-playing, etc.)
8. Levels of Questions and Types of Questioning Strategies
9. Types of Testing, Measurement Procedures, and Grading
10. Methods for Transfer of Learning
11. Types of Motivation
12. The Exceptional Child
13. Multicultural Education
14. Teaching Reading

Spring Semester

Seminar topics (not in the order presented)

1. Methods of Classroom Management
2. Improvement of Lesson Plans
3. Locating Media Resources
4. Alternative Schools
5. Professional Educational Organizations (NEA, AFT, and those in specific subject areas)
6. Refining Teaching Strategies
7. Effects of the Special Education Mandate

SCHEDULE FOR MITEC I - FALL 1980

Day	Date	Preparation for Topic	Topic	Meeting group
M	8-25	none	Introduction	large small (20 min.)
W	8-27	Read I-1,	Teacher, school environ.	large
F	8-29		Goals How to write a paper Goals in subject areas	large (40 min.) large (40 min.) small (20 min.)
M	9-1		Labor Day (no classes)	
W	9-3	Read I-2, I-3;	Performance Objectives	large
F	9-5	School visitation	Selection of teaching topics	small
M	9-8		Writing performance obj.	small
W	9-10	Read I-4	Quiz over objectives 3 & 4 Task Analysis	large large
F	9-12		Planning (long range & daily) Planning in content areas	large (50 min.) small (50 min.)
M	9-15	Read II-1	Learning Theories	large
W	9-17	Read II-2	Learning Theories	large
F	9-19		Applying learning theories in planning	small
M	9-22	Read II-3; Reread II-1	Learning Principles	large
W	9-24	Read II-4, II-5	Learning Principles	large
F	9-26		Applying learning principles in planning	small

APPENDIX B

Day	Date	Preparation for Topic	Topic	Meeting group
M	9-29	Read III-1	Teaching Strategies (intro)	large (50 min.)
		Read III-2	Lecture Strategy	large (50 min.)
W	10-1	Read III-3	Role-playing Strategy	large (50 min.)
		Read III-4	Tutorial Feedback Strategy	large (50 min.)
F	10-3		Selection of teaching strategies	small
M	10-6	Read III-8, III-9	Questioning (levels & tech.)	large (50 min.)
		Read II-6	Transfer of Learning	large (50 min.)
W	10-8		Inquiry lesson for Transfer	large
F	10-10		Implementing transfer of learning and questioning	small
M	10-13	Read IV-1, IV-3	Evaluation, purposes	large
W	10-15	Read IV-2	Evaluation, teacher-made tests	large
F	10-17		Evaluation in content areas	small
M	10-20	Read IV-4, IV-5	Evaluation	large
W	10-22		Evaluation	large
F	10-24		Evaluation in content areas	small
M	10-27	Read III-5, III-6	Small group strategies	large (50 min.)
		Read V-1 thru V-5	Motivation using small group investigation	large (50 min.)
W	10-29		Motivation groups	
F	10-31		Will vary with content areas	small

Day	Date	Preparation for Topic	Topic	Meeting group
M	11-3		Motivation groups (50 min.) Multi-cultural	large (50 min.)
W	11-5		Multi-cultural Multi-cultural	large (50 min.) large (50 min.)
F	11-7		Will vary with content areas	small
M	11-10		The exceptional child	large
W	11-12		Teaching reading	large
F	11-14		Will vary with content areas	small
M	11-17	Read III-7	Processing small groups Simulation strategy	large (50 min.) large (50 min.)
W	11-19		School experiences (to be conducted by students)	large
F	11-21		Will vary with content areas	small
M	11-24		Creativity in the classroom Individual student share-time	large (50 min.) large (50 min.)
W	11-26	No WSU classes-- Public schools in session		
F	11-28	Thanksgiving vacation		
M	12-1		Classroom management Indiv. student share-time	large (50 min.) large (50 min.)
W	12-3		Will vary with content areas	small
F	12-5		Educational Goals discussion Indiv. student share-time	large (50 min.) large (50 min.)
M	12-8		Content area wrap-up sessions	small
F	12-10		Large group wrap-up session	large

APPENDIX C

MITEC I COURSE EXPECTATIONS

At the completion of MITEC I the students will be able to:

1. Discuss and defend the major goals of teaching within their subject area.

2. Develop an annotated bibliography of resources helpful in preparing and teaching their lesson plans.

3. Develop behavioral objectives from unit and curriculum goals appropriate to their subject area.

4. Write behavioral objectives of at least three levels of difficulty that could be used in their lesson plans.

5. Demonstrate the ability to implement at least three different teaching strategies.

6. Prepare and teach a minimum of ten days of lesson plans.

7. Prepare a test and two other means of evaluating their students' progress.

8. Prepare a plan showing how their students will be graded for their work during the "Two-week teaching unit" and determine one student's unit grade using that plan.

9. Describe classroom examples of seven learning principles which they have observed or experienced.

10. Analyze a MITEC lesson, describing how it did or did not incorporate guidelines for facilitating transfer-of-learning.

11. Design and implement a group activity that demonstrates that group's understanding of four kinds of motivation.

12. Analyze their "Two-week teaching unit" plans, indicating whether they have incorporated approaches recommended by the Stimulus-Response and/or Cognitive Field and Humanistic learning theories.

13. Participate in a variety of activities toward a better understanding of the school environment.

14. Describe the needs of special students and participate in class discussion about the needs of these students.

APPENDIX D

OBJECTIVE # 1

Objective:

MITEC I students, in beginning the process of determining the concepts, skills and attitudes appropriate to the students and subjects they will teach, will have an understanding of the goals in their subject area, so that given basic guidelines to follow they will be able to state and justify three major goals of their subject area.

Preparatory assignment:

The following are suggested activities to help you prepare for this assignment.

1. Interview teachers who teach your subject area in the schools, ask them about the goals and objectives they have for the students in their classes.

2. Read books and articles in your subject area.

3. Read the statement of goals for your subject area that is included in the school's curriculum guide or the latest accreditation report.

4. Visit the U.S.D. # 259 curriculum specialist and talk to him/her about goals in your subject area.

Assignment Part A: Due on _____

You are to write a well organized, well reasoned essay in which you state and support three major goals appropriate to your subject area. Each goal must be supported by at least three sources (reference books, periodical or approved authorities).

Your assignment part A will be graded according to the following rating scale.

Rating Scale	F	D	C	B	A
Content - selection and statement of goals; arguments and documentation to support the stated goals.	10	20	30	40	50
Organization - a visible pattern of organization and clarity, including an introduction, the main body and a conclusion.	4	8	12	16	20
Mechanics - grammar (spelling, punctuation, sentence structure, etc.)	2	4	6	8	10
Manuscript - form, legibility, etc.	1	2	3	4	5
Documentation - quotes, bibliography, etc.	3	6	9	12	15

The points earned will be converted into letter grades using the following chart.

A = 95-100	B- = 70-76	Any assignment receiving
A- = 90-94	C+ = 63-69	a score below 57 must be
B+ = 83-89	C = 57-62	revised.
B = 77-82		

Assignment Part B: Due on _____

You will attend and participate in a class discussion on the specified date. If this session is missed, a written essay covering the discussion topics will be required.

The discussion will focus on the following four areas.

1. Are the goals which you selected at the beginning of the course appropriate for the students you taught?
   If so, Why? If not, why not?
2. Are these goals important for these students? If so, why? If not, why not?
3. Are there goals which you now consider to be more important for your students than the ones you originally selected?
4. How did your goals shape your teaching behavior this semester?

This assignment will be graded according to your attendance, participation or essay. Either a grade of satisfactory or unsatisfactory will be given for this assignment

APPENDIX E

OBJECTIVE 7

Objective:

MITEC I students will learn to identify and implement teaching strategies which will provide maximal learning, and are appropriate for their students and subject matter, so that given the MITEC I rating scales to be used in evaluating various teaching strategies, the students will be able to select, prepare lesson plans for, and present a lesson for each of three approved teaching strategies. The criteria for grading will be those found on the rating scale for the selected strategies.

Preparatory Assignment:

Read the materials in your notebook which pertain to the strategies which you may select. The following is a list of those readings.

"Discussions and Small Group Techniques"

"Group Investigation"

"Activities for Small Groups"

"Lecture"

"Lecture-Demonstration"

"Questioning and Listening as Aids to Excellent Teaching"

"Role-Playing"

"Process Questions: What they are and How to Ask Good Ones"

Review class materials on concept teaching, questioning and inquiry.

Carefully examine the rating scale to be used for the teaching strategies you select.

Assignment: Will be done during your teaching unit or no later than _____.

1. Select three strategies either from those listed in the packet of strategies or one approved by your subject matter instructor.

2. Demonstrate your technique in using each strategy in one of two ways, A or B.

   A. Incorporate the strategy in your unit lesson plans. To do this you must:
      (1) describe in detail how you plan to implement the strategy, e.g. include questions and descriptions of student activities.
      (2) teach from the plans.
      (3) evaluate your use of the strategy, incorporating evidence from your cooperating teacher, your University supervisor and yourself into the evaluation.

B. Viedo-tape a ten minute lesson which utilizes the strategy. To do this you must:
   (1) prepare written plans similar to those for part A above.
   (2) present the lesson to at least three of your colleagues, two of whom must be from subject areas other than your own, and a MITEC faculty person.
   (3) participate in the critiquing of your lesson.

APPENDIX F

Evaluation of Lecture

Category	Rating				
I. Physical Environment	4	8	12	16	20
1. Student teacher has arranged room so that students can see and hear the teacher and any audio visual aids.					
2. Student teacher uses appropriate audio-visuals to illustrate major points of the lecture.					
3. Student teacher has allocated time so that all major points can be covered, feedback can be obtained, and students can ask questions.					
4. Student teacher has prepared any handouts that may be necessary.					
II. Social Environment					
5. Student teacher has provided some means of motivating students to listen to the lecture.	6	12	18	24	30
6. Student teacher has established environment in which students feel free to ask questions.					
7. Student teacher has kept an alert eye for bored or confused listeners.					
8. Student teacher has shown a bit of showmanship and creativity.					
9. Student teacher has been aware of pace of lecture, moves slowly over difficult parts, and double-checks for student understanding.					

Category		Rating				
III. Planning and Purpose						
10. Student teacher has prepared and/or taught a plan that	performed	8	16	24	32	40
a. clearly defines objective(s) of lecture						
b. includes an introduction to the lecture that explains why the material to be covered is important, what students will learn from it, and how they will be asked to show comprehension of the material						
c. includes an outline of the sequence of the lesson						
d. tells only what the students need to know to meet the specified goals						
e. provides appropriate examples or illustrations of major points						
f. defines what students will have to do after lecture to show they have achieved the objective(s)						
g. has prepared a closing which summarizes material covered.						
IV. Questions		2	4	6	8	10
11. Student teacher has asked questions along the way to determine if students are understanding the lecture.						
12. When appropriate, student teacher follows student questions with probing questions.						

Evaluation of Large Group Discussion

Category	Rating
I. Physical Environment	2 4 6 8 10
1. Student teacher has organized physical facilities to enhance discussion. (seating arrangements, bulletin boards, seminar room)	
2. Student teacher has provided sufficient and appropriate multi-media material.	
II. Social Environment	
3. Student teacher has provided an initial activity to motivate students (field trip, reading, mutual concern).	4 8 12 16 20
4. Student teacher has agreed upon rules for class discussion.	
5. Student teacher encourages all students to participate in responding, interacting, challenging, and, as appropriate, conducting the discussion.	
6. Student teacher is supportive of student contributions.	
III. Planning and Purposes	
7. Student teacher has clearly stated objectives to be reached by end of discussion.	7 14 21 28 35
8. Student teacher is knowledgeable and well prepared in topic to be discussed.	
9. Student teacher enables discussion to move toward some positive end or purpose.	
10. Student teacher has planned for ways to relate discussion to next day's lesson.	
11. Student teacher evaluates with at least equal emphasis both what happened in the discussion and how it happened.	

Category	Rating
IV. Questions	
12. Student teacher has planned for an appropriate sequence of questions.	7 14 21 28 35
13. Student teacher has planned for questions on a variety of levels.	
14. Student teacher refers questions back to the group or to individuals in the group.	
15. Student teacher uses probing questions.	
16. Student teacher generally refrains from judging student responses as right or wrong.	
17. Student teacher gives help at appropriate times by rephrasing questions, by suggesting that members back up opinions, by calling for clarification when needed.	
18. Student teacher provides ample time for participants to develop ideas.	

COMMENTS:

Evaluation of Inquiry

Category	Rating
I. Physical Environment	2 4 6 8 10
1. Student teacher has provided sufficient and appropriate materials or has arranged for student access to needed materials.	
2. Student teacher has organized physical facilities in a way that facilitates student discussion.	
II. Social Environment	
3. Student teacher is supportive of student efforts to question and use inquiry processes.	4 8 12 16 20
4. Student teacher is able to serve as a resource to students.	
5. Student teacher has established environment in which students feel free to question, hypothesize, etc.	
III. Planning and Purposes	
6. Student teacher has clearly stated objectives to be reached by end of process.	8 16 24 32 40
7. Student teacher has prepared and/or taught a lesson that includes the following:	
a. identification of the problem (tries to create a feeling of puzzlement in students)	
b. data search (e.g., students use interviews, surveys, reading to gather information)	
c. plan which permits students to proceed at individual rates in gathering and rearranging data	

Category	Rating
d. opportunity to make sense of data (student teacher needs to help students interpret, compare, analyze and classify their data)	
e. hypothesizing (student teacher needs to help students generalize, predict, synthesize and infer)	
f. testing hypotheses and drawing conclusions	
g. system to evaluate inquiry process skills of students. System must tap students' process skills in some of the following: defining, observing, classifying, interpreting, comparing, contrasting, hypothesizing, generalizing, predicting, analyzing, synthesizing, evaluating, inferring and communicating.	
8. Sample questions for each of the stages of the inquiry process.	
IV. Questioning	
9. Student teacher has planned for questions which help students develop skills in the various processes, e.g., analyzing, hypothesizing, observing.	6 12 18 24 30
10. Student teacher has planned questions on a variety of levels.	
11. Student teacher encourages students to support their comments with reason and evidence.	
12. Student teacher is able to rephrase questions when necessary.	
13. Student teacher gives students plenty of time to think through their responses.	

COMMENTS:

APPENDIX G

Course Grade Weighting Tables
(For W.S.U. Students)

Course: IS Ed PSY 433, Educational Psychology: Learning & Evaluation
3 credit hours

Instructor: Orpha K. Duell

Office: 119 Corbin

Phone number: 689-3322

Course Grade: The grade for the course will be the average of the letter grades earned on the following objectives.

Objective Number	Weight	Grader
5	5%	Methods Instructor
6	5%	Methods Instructor
8	20%*	Duell - Yeotis
9	10%	Methods Instructor
12	15%	Duell
13	15%	Duell
14	15%	Duell
15	15%	Duell

*10% to the teacher-made test
5% to the other evaluation modes

Course Grade Weighting Tables

Course: IS 454, General Secondary Methods, 3 credit hours

Instructor	Office	Box #	Phone Number	Subject area
Lanny Milbrandt	119 McKnight	67	689-3555	Art
Audrey Needles	314 Wilner	31	689-3185	Speech and Drama
Ken Nickel	164 Corbin	28	689-3324	Math
Helen Throckmorton	624 LAS	14	689-3134	English
Candy Wells	205 Corbin	28	689-3324	Social Studies
Cathy Yeotis	110 Corbin	28	689-3324	Science

Course Grade: The grade for the course will be the average of the letter grades earned on the following objectives.

Objective Number	Weight[a]	Grader
1A	5%	Methods Instructor
7	15%	Methods Instructor
9	5%	Methods Instructor
11	5%	Yeotis
16	5%	Yeotis
2	___ %	Methods Instructor
10[b]	___ %	Methods Instructor
	___ %	Methods Instructor
	___ %	Methods Instructor
Other[c]	___ %	Methods Instructor

[a]The exact weights of each of the objectives where a blank is provided will be determined by the Methods Instructor. These objectives involve Planning and Curriculum and count for a total of 65% of the grade.

[b]Objective 10 contains the Prospectus, the Complete Unit, and the Evaluated Unit.

[c]Any other assignments your Method's Instructor assigns.